



**THE ABILITY OF WRITING RECOUNT TEXTS OF THE TENTH GRADE
STUDENTS OF SMAN 1 JEKULO KUDUS IN THE ACADEMIC YEAR
2011/2012 TAUGHT BY USING SELF-EDITING STRATEGY**

**By:
LILIS NUR FAIZAH
NIM 200832280**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education**

By:

LILIS NUR FAIZAH

NIM 200832280

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**

MOTTO AND DEDICATION

Motto:

- *Success is journey, not a destination.*
- *The future depends on what we do in the present.*

Dedications:

This is especially dedicated to:

- *The writer's beloved mother and father who always give her everything.*
- *The writer's beloved my friends who always support her.*
- *The writer's beloved sister and brother.*
- *All of the teachers of SMA N 1 Jekulo Kudus.*
- *All of the lecturers in UMK for all their knowledge and supports.*
- *The writer's someone beloved who always gives her motivation and support.*

ADVISORS' APPROVAL

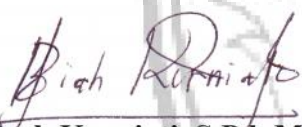
This is to certify that the Sarjana Skripsi of **Lilis Nur Faizah** (NIM 2008 32 280) has been approved by the advisors for further approval by the Examining Committee.

Kudus, 15 June 2012

Advisor I


Nuraeningsih, S.Pd, M.Pd
NIS. 0610701000001201

Advisor II


Diah Kurniati, S.Pd, M.Pd
NIS. 0610701000001190

Acknowledged by

The Faculty of Teacher Training and Education



Drs. Susilo Rahardjo, M.Pd.
NIP 19560619 198503 1 002

EXAMINER'S APPROVAL

This is to certify that the Skripsi of Lilis Nur Faizah (2008-32-280) has been approved by the Examining Committee as a requirement for the Sarjana Degree in Teaching of English as a Foreign Language.

Kudus, August 2012
Thesis Examining Committee:


Nuraeningsih, S.Pd, M.Pd
NIS. 0610701000001201

, Chairperson


Diah Kurniati, S.Pd, M.Pd
NIS. 0610701000001190

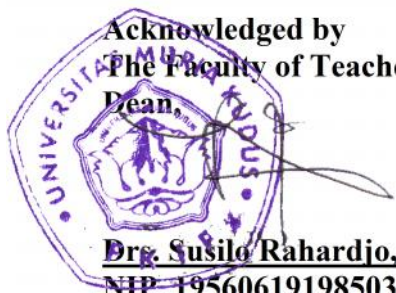
, Member


Atik Rokhayani, S.Pd, M.Pd
NIS. 0610701000001207

, Member


Drs. Supriyadi, M.Pd
NIP. 19570616198403015

, Member



Acknowledged by
The Faculty of Teacher Training and Education
Dean,

Drs. Susilo Rahardjo, M.Pd
NIP. 195606191985031002

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This skripsi is not merely her own work. It is because of having been greatly improved by some great people who suggested and guided the writer by giving some comments and notes to make it better. Therefore, the writer would like to express her deep gratitude to:

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The writer hopes that this research will be useful for those, especially who are in the field of education.

Kudus, August 2012
The Writer,

Lilis Nur Faizah
NIM. 2008-32-280

ABSTRACT

Faizah, Lilis Nur. 2012. *The Ability of Writing Recount Text of the Tenth Grade Students of SMA N 1 Jekulo Kudus in the Academic Year 2011/2012 Taught by Using Self-Editing Strategy*. Skripsi, English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Nuraeningsih, S.Pd, M.Pd, (2) Diah Kurniati, S.Pd, M.Pd

Key words: Writing Recount Text, Self-Editing Strategy.

Writing is one of important skills which must be taught to senior high school students. However, many students have difficulties in writing. Students cannot write well because they have limited knowledge in English, grammar, and vocabulary. It makes them repeat the same mistakes in constructing a sentence and cannot express what they have in their mind. Therefore, the teacher should have alternative ways to teach in writing. One way to increase their creativity is invite the students to active in direct practice. To solve the students' problem to share their idea on written, self-editing strategy is used to teach them in motivating their writing skill.

This research has a purpose to find out the answer from the statement of the problem. The purpose as follows: 1) to find out the ability of writing recount text of the tenth grade students of SMA N 1 Jekulo Kudus in the academic year 2011/2012 before being taught by using self-editing strategy, 2) to find out the ability of writing recount text of the tenth grade students of SMA N 1 Jekulo Kudus in the academic year 2011/2012 after being taught by using self-editing strategy, 3) to find out whether or not there is any significant difference between the ability of writing recount text of the tenth grade students of SMA N 1 Jekulo Kudus in the academic year 2011/2012 before and after being taught by using Self-Editing Strategy.

This is quantitative research. The method of the research is experimental. This design of the research is the experimental method which uses pretest and posttest. The population is all the tenth grade students of SMA N 1 Jekulo Kudus in the academic year 2011/2012. The total number of population is 360 students. The sample is taken one class from the population by using cluster random sampling. The data were taken from the written test. After the students were given the pretest, they were given the treatment for four meeting. Giving of the treatment relies on the material that taken from the syllabus of the school. Then, the data were analyzed using the t-test method to find out whether or not there is any significant difference between the ability of writing recount text of the tenth grade students of SMA N 1 Jekulo Kudus in the academic year 2011/2012 before and after being taught by using self-editing strategy.

The result of the research, the mean of pretest 62.95 and the mean of posttest is 70.85. It can be concluded that t-observation 10.26 in the level of significance α 0.05 and the degree of freedom (df) 39 which is gained from N-1, the t-table is 2.03. Thus, H_0 is denied and H_a is confirmed. So, the hypothesis states, "there is any significant difference between the ability of writing recount text of the

tenth grade students of SMA N 1 Jekulo Kudus in the academic year 2011/2012 before and after being taught by using self-editing strategy” is confirmed.

I hope this study can be used by the teacher as one way to enrich the reference about improving the students’ writing skill in the tenth grade students, and also as a consideration for the teacher to choose self-editing strategy as an alternative to help and make the students write recount text easily. The students can use the self-editing strategy to make their writing better.



ABSTRAKSI

Faizah, Lilis Nur. 2012. *Kemampuan Menulis Tek Recount Kelas Sepuluh SMA N 1 Jekulo Kudus Pada Tahun Ajaran 2011/2012 dengan Menggunakan Strategi Self-Editing*. Skripsi, English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Nuraeningsih, S.Pd, M.Pd, (2) Diah Kurniati, S.Pd, M.Pd.

Kata kunci: Menulis Recount, Strategi Self-Editing

Menulis adalah salah satu keterampilan penting yang harus diajarkan kepada siswa SMA. Namun, banyak siswa mengalami kesulitan dalam menulis. Siswa tidak bisa menulis dengan baik karena mereka memiliki pengetahuan yang terbatas dalam bahasa Inggris, tata bahasa, dan kosa kata. Hal ini membuat mereka mengulangi kesalahan yang sama dalam membangun kalimat dan tidak bisa mengungkapkan apa yang mereka miliki dalam pikiran mereka. Oleh karena itu, guru harus memiliki cara-cara alternatif untuk mengajar secara tertulis. Salah satu cara untuk meningkatkan kreativitas mereka adalah mengajak siswa untuk aktif dalam praktek langsung. Untuk memecahkan masalah siswa untuk berbagi ide mereka pada tertulis, self-editing strategi digunakan untuk mengajar mereka dalam memotivasi kemampuan menulis mereka.

Penelitian ini bertujuan untuk mengetahui jawaban dari pernyataan masalah. Tujuannya adalah sebagai berikut 1) kemampuan menulis teks recount kelas sepuluh SMA N 1 Jekulo Kudus pada tahun ajaran 2011/2012 sebelum menggunakan Strategi Self-Editing, 2) kemampuan menulis teks recount kelas sepuluh SMA N 1 Jekulo Kudus pada tahun ajaran 2011/2012 sebelum menggunakan Strategi Self-Editing, 3) untuk mengetahui apakah atau tidak ada perbedaan yang signifikan antara kemampuan menulis recount text dari siswa kelas X SMA N 1 Jekulo Kudus pada tahun akademik 2011/2012 sebelum dan sesudah diajarkan dengan menggunakan Self-Editing Strategi.

Ini merupakan penelitian kuantitatif. Metode penelitian yang digunakan adalah eksperimental. Rancangan penelitian adalah metode eksperimen yang menggunakan pretest dan posttest. Populasi adalah semua siswa kelas X SMA N 1 Jekulo Kudus pada tahun akademik 2011/2012. Jumlah total populasi adalah 360 siswa. Sampel diambil satu kelas dari populasi dengan menggunakan cluster random sampling. Data diambil dari tes tertulis. Setelah siswa diberi pretest, mereka diberi pengobatan selama empat pertemuan. Pemberian pengobatan bergantung pada materi yang diambil dari silabus sekolah. Kemudian, data dianalisis menggunakan metode t-test untuk mengetahui apakah atau tidak ada perbedaan yang signifikan antara kemampuan menulis recount text dari siswa kelas X SMA N 1 Kudus Jekulo pada tahun akademik 2011/2012 sebelum dan setelah diajarkan dengan menggunakan self-editing strategi.

Hasil penelitian, mean dari pretest 62.95 dan rata-rata posttestis 70.85. Hal ini dapat disimpulkan bahwa t-observasi 10,26 pada tingkat signifikansi α 0,05 dan derajat kebebasan (df) 39 yang diperoleh dari N-1, t-tabel adalah 2,03. Dengan

demikian, H_0 ditolak dan H_a dikonfirmasi. Jadi, negara-negara hipotesis, "ada perbedaan yang signifikan antara kemampuan menulis recount text dari siswa kelas X SMA N 1 Jekulo Kudus pada tahun akademik 2011/2012 sebelum dan sesudah diajarkan dengan menggunakan self-editing strategi" adalah dikonfirmasi.

Saya berharap penelitian ini dapat digunakan oleh guru sebagai salah satu cara untuk memperkaya referensi tentang meningkatkan kemampuan siswa menulis pada siswa kelas X, dan juga sebagai pertimbangan bagi guru untuk memilih diri-editing strategi sebagai alternatif untuk membantu dan membuat siswa menulis recount text dengan mudah. Para siswa dapat menggunakan strategi self-editing untuk membuat tulisan mereka lebih baik.



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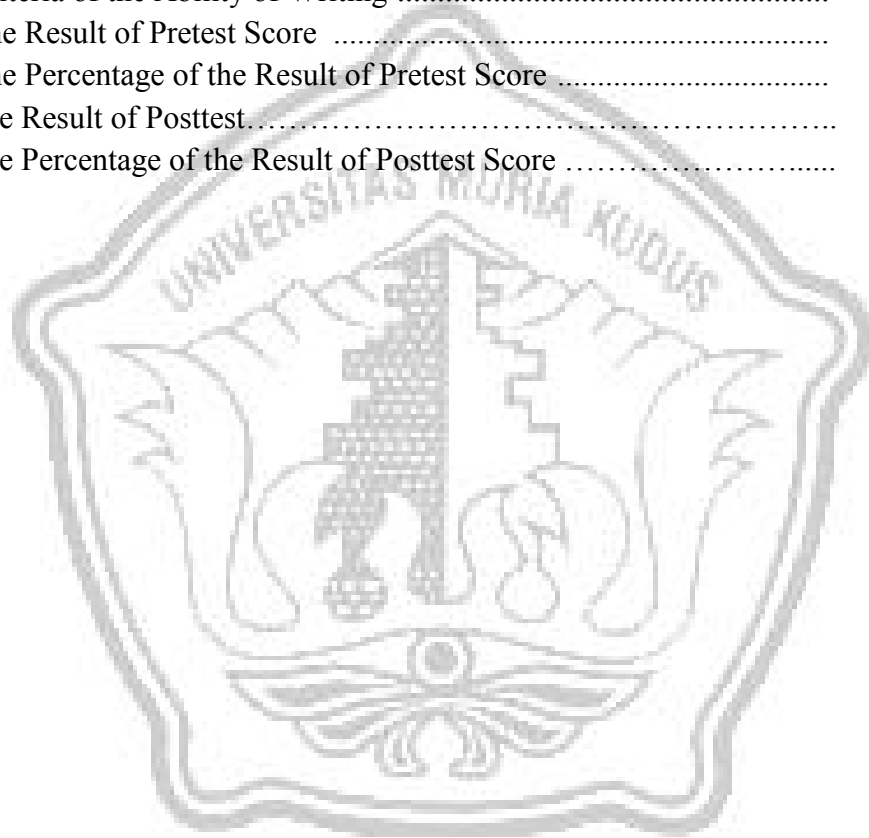
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